DOCUMENT RESUME

ED 387 851 CS 509 065

AUTHOR Gwinn, Crystal
TITLE Demonstrating Oral Language Strategies in Elementary Classrooms Increases Teacher Awareness of Language Diversity and Dynamics on Student Participation.
PUB DATE 95
NOTE 83p.; Ed.D. Practicum, Nova Southeastern University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Classroom Research; Elementary Education; Inservice Teacher Education; Instructional Improvement; *Language Arts; *Learning Strategies; *Oral Language; Skill Development; *Student Participation; Teacher Attitudes
IDENTIFIERS *Oral Learning

ABSTRACT

A practicum was designed to increase teacher awareness of how the diversity and dynamics of oral language impacted student participation in the classroom. Participation in classroom activities, such as following directions and group discussions, was influenced by each student's ability to express ideas and to remember, process, and retrieve information. To increase teacher awareness, lessons were developed and demonstrated in five elementary classrooms (grades 1-3) to show how students' ability to use oral language strategies impacted on their participation. Each lesson incorporated the use of a language strategy to develop a specific skill, using appropriate grade level materials. This classroom-based intervention was supported by collaboration between teachers and the practicum developer. When compared with pre-demonstration teacher responses, analysis of the post-demonstration data revealed that teacher awareness increased. Additionally, results showed that a model including demonstration and collaboration could be used as a teacher education tool. (Contains four tables of data. Appendixes contain practicum forms such as the interview questions, teacher awareness scale, follow-up questionnaire for teachers, and teacher self-report; classroom lesson plans; and staff development material.) (Author/SR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 387 851

Demonstrating Oral Language Strategies in Elementary Classrooms Increases Teacher Awareness of Language Diversity and Dynamics on Student Participation

by

Crystal Gwinn

Cluster 63

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C Gwinn

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

A Practicum I Report Presented to the Ed. D. Program in Child and Youth Studies in Partial Fulfillment of the Requirementsfor the Degree of Doctor of Education

NOVA SOUTHEASTERN UNIVERSITY

1995

CS505065

BEST COPY AVAILABLE

PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Charles A. Thayer
Charles Thayer

School Principal
Title

Bangor, Maine
Address

July 21, 1995
Date

This practicum report was submitted by Crystal Gwinn under the direction of the adviser listed below. It was submitted to the Ed. D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova Southeastern University.

Approved:

August 24 1995
Date of final approval of Report

Ann E. Fordham
Ann Fordham, Ed. D., Adviser

ACKNOWLEDGMENT

The writer would like to take this opportunity to gratefully acknowledge the support, guidance and expertise of all those who shared in the success of this practicum. Special thanks goes to Dr. Ann Fordham for her advice and knowledge about children's language, to the teachers and principal for their willingness to collaborate on piloting a novel project and to the children who ultimately were responsible for increasing our knowledge about oral language. The writer also wishes to thank her husband and children for their commitment to making sure that there was uninterrupted time to complete the writing of this report and to their continuing support throughout the practicum.

TABLE OF CONTENTS

Page

ACKNOWLEDGMENT iii

TABLE OF CONTENTS iv

LIST OF TABLES vi

ABSTRACT vii

Chapter

I INTRODUCTION 1

Description of Community 1
Writer's Work Setting and Role 2

II STUDY OF THE PROBLEM 4

Problem Description 4
Problem Documentation 5
Causative Analysis 6
Relationship of the Problem to the Literature 7

III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS 10

Goals and Expectations 10
Expected Outcomes 10
Measurement of Outcomes 11

IV SOLUTION STRATEGY 13

Discussion and Evaluation of Solutions 13
Description of Selected Solution 15
Report of Action Taken 18

V RESULTS, DISCUSSION AND RECOMMENDATIONS 27

Results 27
Discussion 34
Recommendations 38
Dissemination 39

REFERENCES 40

Appendices

A INTERVIEW: TEACHER RESPONSES TO INDIVIDUALLY PRESENTED QUESTIONS 43

B INTER-RATER AGREEMENT OF TEACHERS' RESPONSES TO INTERVIEW QUESTION "WHAT SPECIFIC STRATEGIES FOR TEACHING ORAL LANGUAGE CAN YOU NAME?" 45

C TEACHER AWARENESS SCALE (POST-CLASSROOM-DEMONSTRATION LESSON 47

D FOLLOW-UP QUESTIONNAIRE FOR CLASSROOM TEACHERS 49

E TEACHER SELF-REPORT 51

F CLASSROOM DEMONSTRATION LESSONS 53

G CLASSROOM LESSON PLANS 55

H "LET'S COMMUNICATE" STAFF MATERIAL 64

I CLASSROOM OBSERVATION FORM 74

LIST OF TABLES

Table

1 Teacher Choice of Classroom Demonstration Lessons. 20

2 Teacher Responses to Teacher Awareness Scale. 29

3 Summary of Teacher Responses to Question #2 on Follow-Up Questionnaire for Teachers. 31

4. Inter-rater Agreement of Teachers' Responses to Interview Question, "What specific Strategies for Teaching Oral Language Can You Name?. 33

ABSTRACT

Demonstrating Oral Language Strategies in Elementary Classrooms Increases Teacher Awareness of Language Diversity and Dynamics on Student Participation. Gwinn, Crystal. 1995: Practicum Report, Nova Southeastern University, Ed. D. Program in Child and Youth Studies. Elementary Education/Oral Language/Teacher Awareness/Language Strategies, Professional Development, Teacher Education.

This practicum was designed to increase teacher awareness of how the diversity and dynamics of oral language impacted student participation in the classroom. Participation in classroom activities, such as following directions and group discussions, was influenced by each student's ability to express ideas and to remember, process and retrieve information.

To increase teacher awareness, the writer developed and demonstrated lessons in five elementary classrooms to show how students' ability to use oral language strategies impacted on their participation. Each lesson incorporated the use of a language strategy to develop a specific skill, using appropriate grade level materials. This classroom based intervention was supported by collaboration between teachers and writer.

When compared with pre-demonstration teacher responses, analysis of the post-demonstration data revealed that teacher awareness increased. Additionally, results showed that a model including demonstration and collaboration could be used as a teacher education tool.

Permission Statement

As a student in the Ed. D. Program in Child and Youth Studies; I do (X) do not ( ) give permission to Nova Southeastern University to distribute copies of this practicum report on request from interested individuals. It is my understanding that Nova Southeastern University will not charge for this dissemination except to cover the cost of microficing, handling, and mailing of the materials.

8-21-95
date

Crystal Gwinn
signature

CHAPTER I

INTRODUCTION

Description of Community

The proposed practicum took place in a small, northeastern United States, urban community, with a population of 33,000. Students in this area enjoy strong community support for Class A athletics and cultural opportunities. While the community is proud of the cultural and athletic advantages of its students, parents and educators are becoming increasingly concerned about the growing number of children with special needs and mounting expectations for student performance on standardized assessments. Faced with continuing cuts in education funding and the need to improve student performance, school administrators are striving to improve educational programming while deciding where budget cuts can be made. In the past three months, two teaching staff positions have been eliminated. Although faced with the impact of decreased funding on future staff and programs, teachers also are being asked to be more accountable for student performance on standardized assessments. Teacher responses on how to raise test scores have ranged from apprehensive to indifference to what's the difference! Area schools are trying to implement the Goals 2000 initiatives at the local level with varying degrees of success.

The Writer's Work Setting and Role

The work setting was an early to middle elementary school, that provided regular and special education services for kindergarten through third grade students. The school's student population was 312, most of whom were from lower-to-middle-income families. Ninety-nine percent of the student population were Caucasian, with English being the language spoken in the homes. Forty-six percent of the school population was mobile during the 93-94 school year, (mobile being defined as those students who did not attend the school for the entire 93-94 year). Thirty-six percent of the children attending the school in September 1994, qualified for the free or reduced cost lunch program.

This practicum involved the voluntary participation of general education teachers of grades one to three and required the approval of the school principal. School staff consisted of 14 regular education teachers, three special education teachers, three Reading Recovery teachers (two of whom also provide Chapter I support services), three specialists, three additional Chapter I teachers, a librarian, principal, and several support staff. Special education services were provided by special education staff primarily through pull-out and self-contained models. Only students identified as speech and language impaired were participating in programing to improve spoken language and listening skills. There was an unwritten concensus by the general educators, that after kindergarten, most students had acquired adequate listening skills for academic success and would learn language through grade-level reading, writing, and language arts activities.

The writer's role was that of a speech-language pathologist providing services for 46 students, (primarily via a pull-out model), consultation for teachers, and support for students' families. The writer holds a master's degree, with national certification and state

licensure in the field of speech-language pathology, as well as having 17 years experience in the field of education, (five as a secondary science and math teacher). For four years, the writer has provided supervision for masters-level students majoring in communication disorders. Additionally the writer has provided speech-language services to pre-school through adult populations, within school, home and clinical settings.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The problem being addressed was that teachers were unaware of the influence of language dynamics and diversity on students' participation in the classroom. By being unaware, teachers directed their efforts to teaching reading, writing and mathematics, while neglecting listening and speaking, (two of the fundamental education skill areas designated by the federal government). Furthermore, the problem adversely affected teachers' understanding of how oral language influences children's reading and writing development. Not only does oral language affect reading and writing, but also, not all students develop listening and speaking skills at the same rate. Listening and speaking abilities are learned behaviors, and like other learned behaviors, some students learn more quickly and easier than others.

Being unaware of the importance of listening and speaking skills affects student participation in several ways. For example, a teacher who is unaware may describe a student who demonstrates poor listening skills as unmotivated, irresponsible or unintelligent. What the teacher is describing are symptoms of underlying causes, such as

emotional factors, possible hearing loss, or neurological/physiological complications. Until teachers address causes for poor listening, symptoms will continue and likely exacerbate over time. In other words, students who are poor listeners, will continue to be poor listeners, if causes are not recognized and strategies to improve listening skills are not addressed.

Being unaware of the influence of students' oral language also has other implications. Students, who do not listen because they do not comprehend the information, may also not comprehend as well as their peers on reading tasks. Furthermore, students, who can not formulate and sequence spoken information, also will have difficulty with written language. Being unaware of the influence of oral language, therefore, will restrict the strategies a teacher is likely to use to improve students' reading and writing skills,.

Problem Documentation

This writer considers the problem of teachers being unaware of the impact of oral language on student participation to be widespread. However, for the purposes of this practicum, teacher participation included only first, second and third grade teachers. Following an initial survey of 12 teachers, 5 responded that they would be willing to participate. The five teachers represented three grade levels and had a range of teaching experience from 9 years to 28 years. To determine if the problem of teacher awareness was in fact a problem, each of the five teachers responded to an interview (See Appendix A). The writer conducted the interviews individually with each teacher. Teachers responded orally to each of five questions and answers were recorded at the time of the interview. Teacher responses provided evidence that teachers were unaware of the influence of language diversity and dynamics on student participation.

Theydemonstrated their unawareness in their answers:

(1) When asked during the interview, if they were aware of the listening and speaking curriculum in the school district, 5 out of 5 teachers responded that they were not aware.

(2) During the interview, 5 out of 5 teachers responded they were using or could use, the Daily Oral Language Program (DOL) to teach oral skills in their classroom. They were seemingly unaware that the primary focus of the DOL is on spelling, grammar and written mechanics.

(3) To the interview question, "What specific strategies for teaching oral language can you name?", only 1 out of 5 could name two strategies.

(4) When asked, during the same interview, "What are you working on for oral language development?", only 2 out of 5 teachers were somewhat aware of specific strategies, (as measured by inter-rater agreement of teachers' responses by two speech-language pathologists). (See Appendix B)

Causative Analysis

There appeared to be several causes as to why teachers were unaware of the influence of oral language. While teacher training programs include reading, writing and math courses for elementary teachers, they exclude the teaching of listening and speaking as fundamental skill areas. Furthermore, reading and writing courses are not likely to focus on (1) the relationship of listening to reading comprehension/decoding or (2) the relationship of speaking to organized, purposeful writing. As a result teachers are not

likely to understand the impact of student oral language on their academic progress in other areas, such as science or social studies.

To assess students' performance on outcome-based programs and to develop public support of education in the community, administrators are emphasizing the use of standardized tests. Although requiring students to use language strategies, the tests are viewed by teachers as being reading, writing, language arts (spelling, grammar and written mechanics) and mathematics assessments. There is no assessment of listening or speaking skills, unless the student is referred for special education.

Because the administration had voiced a concern that students were scoring below state/national averages on standardized measures of writing assessments, teachers were feeling pressured to teach writing, while neglecting speaking and listening even more. They were seemingly unaware of the influence speaking and listening have on writing development.

Relationship of the Problem to the Literature

Other professionals have published studies relevant to and supportive of the existence of this problem. A review of the literature has revealed several relevant studies that deal with the problem of teachers being unaware of the importance of language dynamics and diversity in the classroom. For example, Clark (1989) found that teachers tend to spend more time training students to send messages than to receive messages, (i.e., more time writing than listening). Hyslop (1988), likewise, reports that teachers do not emphasize listening objectives in their teaching. Mulholland (1989) provides evidence that comprehending narratives may not transfer to comprehending information. In 1987, Hinds produced evidence that school communication actually produces many barriers to effective listening, whereas, Wells (1986) has found that in one study, 100 percent of children had richer language experiences in the home (regardless of socio-

economic factors) than in school. As late as 1991, Edwards writes convincingly that listening continues to be a neglected skill.

Evidence can also be found in the literature that identifies possible causes for the problem. In a survey by Winkeljohann (1978), 83 percent of teachers believed their education did not prepare them to teach nor to understand the relationship between oral and written language. From 1966-1991, there were only 7,828 citations for listening compared with 119,359 total citations for language arts in educational textbooks, (Edwards, 1990). Edwards also found that listening citations in textbooks, as a percentage of language arts total, declined between 1986 and 1991. Supporting evidence by Swanson (1986), shows that teacher education text books dealing with communication skills mention listening on 82 out of a total 3,704 pages.

This information is disturbing when one looks at a study by Burley-Allen, (as cited in Hyslop and Tone, 1988), that shows classroom emphasis on language modes is inversely related to the time and mode used, (i.e., children listen more often but spend less time learning to listen than learning any other language mode). Abelleira (1988) reports that students get an average 12 years formal training in writing, 6-8 years in reading, 1-2 years speaking and 0-1/2 year in listening. She believes that one reason for lack of attention to teaching listening skills is a result of educators assuming that listening develops naturally. As of 1988 (Hyslop & Tone), no widely accepted model for listening had been used in the past fifteen years. Jalongo (1991) described the current situation judiciously, when she wrote, "Although teachers, parents, administrators and researchers in the field of language arts agree that listening abilities are important, higher level listening skills rarely find their way into the curriculum." (p. 8)

The literature search touched on the areas of classroom/home language, teacher education, communication apprehension, classroom observation, listening, classroom

instruction, standardized testing, teacher expectation, oral language and classroom based treatment.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal for this practicum was to increase teacher awareness of the importance of language diversity and dynamics on student participation. Increasing teacher awareness has implications for teaching writing and reading skills, as well as improving students' ability to learn subject matter through class discussions and ability to follow oral directions. As teachers increase awareness, it is expected that they will increase listening and speaking instruction within their regular programming. By increasing awareness, it is also expected that teachers will be better prepared to use students' speaking and listening skills as strategies to improve reading and writing skill areas.

Expected Outcomes

Teachers were expected to demonstrate an increased awareness of the importance of language on student participation in the classroom. The specific outcomes were:

(1) On the Teacher Awareness Scale (See Appendix C), 5 out of 5 teachers would respond that they were aware of a district speaking and listening curriculum.

(2) On the Teacher Awareness Scale (See Appendix C), 4 out of 5 teachers would demonstrate awareness that the Daily Oral Language Plus program only addresses written mechanics, grammar and spelling areas.

(3) On the Follow-Up Questionnaire for Teachers, (See Appendix D), 4 out of 5 teachers would name at least four strategies for teaching oral language.

(4) On the Follow-Up Questionnaire for Teachers (See Appendix E), 4 out of 5 teachers would demonstrate they were aware to very aware of how to use strategies, as measured by inter-rater agreement by two speech-language pathologists. Additionally, on the Teacher Self-Report (See Appendix E), 4 out of 5 teachers would respond that they had tried at least 3 strategies and were "satisfied" to "very satisfied" with student participation.

Measurement of Outcomes

Three forms of measurement were used to document change:

(1) Teacher Awareness Scale (See Appendix C)

(2) Follow-up Questionnaire for Teachers (See Appendix D)

(3) Teacher Self-Report (See Appendix E)

All three forms of measurement required teacher participation and were designed to be used following solution implementation. On the Teacher Awareness Scale, teachers recorded written responses on a 5-interval scale, ranging from "strongly disagree" to "strongly agree". The statements and response choices were designed by the writer, to determine if there had been changes in teacher awareness. Teachers responded

individually without the writer present. The scale took approximately five minutes to complete.

The Follow-up Questionnaire for Teachers consisted of three open-ended questions chosen by the writer. Teachers were asked to provide information specific to their understanding and use of oral language strategies in the classroom. Questions were asked in an individual, orally presented interview of approximately 10 minutes.

The Teacher Self-Report provided teachers an opportunity, following solution implementation, to document strategies tried in follow-up lessons. Teachers responded by noting size of group, strategy used, and success of strategies in influencing student participation. The self-report was completed at the discretion of the teacher during the week following solution implementation. Teachers needed approximately one minute to respond to each strategy they used.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

The problem being addressed was that teachers were unaware of the influence of language dynamics and diversity on student participation in the classroom. A review of the literature identified several possibilities for determining solutions. The possibilities were consistent with the writer's belief that (a) teacher awareness will occur optimally in the context of classroom student participation and (b) teacher awareness is negatively or positively impacted by the teacher's perception of how teaching oral language skills and strategies influence student ability to read and write. Unless teachers understand the influence that language has on reading and writing, their awareness will be perfunctory at best. Before teachers will be interested in teaching oral language strategies, they need to know how oral language impacts their students' academic performance.

Several studies document the importance of oral language in education. Nelson (1989) described how teachers can modify their language to improve students' ability to process oral messages. The importance of oral language was also documented by Jalongo (1991) when she concurred that teachers need to understand the listening process, including research-based strategies that support the educational process. Brent (1993) documented how teachers can model good listening, teach listening skills and strategies

and provide students with reasons for listening. Grastie (1980), likewise, believed that teachers can use self-instructional units (including helpful styles of listening and responding) to make a difference. Dumtschin (1988) concurred that teachers can use strategies to enrich classroom environments and facilitate children's language development. There is also information that teachers can use specific activities to help students become more attentive listeners, (Perrin, 1988). Gambell (1980) wrote that to plan an effective teaching environment, teachers first need to be aware of factors that shape and influence communication environments. A report by Chilcoat (1992) demonstrates how teachers can help students understand instructional messages by focusing students' attention, reducing message complexity, using key points and helping students with future recall.

There are also several sources which support the influence of oral language development on other areas. Clark (1989) presents evidence that by improving communication confidence, teachers can improve listening comprehension. Wells (1986) described how teachers can improve classroom language by using differences in home and school language and how oral language can be used to help thinking and symbol manipulation for children who have writing difficulties. Winklejohann (1978) emphasized the importance of having teachers understand the relationship between oral and written language. Eber & Prelock (1994) provided evidence that teachers trained to collaborate are more aware of the interference of communication problems on learning and are better able to make adaptations. When teachers were asked to rate relationships between students who were active/passive participants in the classroom, Anderson and Scott (1978) found that active student participation correlated positively with student achievement scores over several years.

Description of Selected Solution

An analysis of the literature documented the need for improving students' oral language skills and revealed several studies that support what teachers need to do. However , knowing that something needs to be done and knowing what needs to be done do not mean that one knows how. For example, teachers may be told that teaching oral language needs to happen, but they do not incorporate oral language in their lesson plans upon returning to their classroom. Two possible reasons for the lack of follow-through are that either teachers do not know how or are unaware of the importance of oral language on student performance. Although the literature supported the teaching and modeling of oral language to improve student achievement, there appeared to be no studies in which students were expected to use specific language strategies to develop specific skills within the context of a classroom activity. Increasing teacher awareness of the influence of oral language on student participation, by showing how students use language strategies in the classroom, seemed an especially attractive solution for two reasons. First, demonstration (active participation) as opposed to being told similar information (passive participation), is a more effective method for increasing one's awareness. Second, the classroom provides a natural and meaningful setting for educators. Demonstrating how to modify one's language, while giving teachers an opportunity to observe student behaviors during a classroom lesson, would have greater impact on teacher awareness than would a workshop or inservice format. Therefore, the following components were incorporated into the final solution implementation.

By allowing teachers to observe student behavior in the classroom, teachers would be able to observe students using oral language strategies in different activities. During reading and writing activities, teachers would be able to observe the influence language has on these curriculum areas. Not only would teachers increase their

awareness, but concurrently, they would learn how to teach critical speaking and listening skills to their students.

By understanding how language strategies can be used to develop specific skills, teachers would be able to create additional language-rich opportunities for their students. The writer's expectation was that as teachers observed how language impacted reading and writing skills, awareness, as well as "know how", would increase.

A collaborative paradigm was chosen (a) to encourage teacher participation and (b) to increase teacher committment to invest their time and professional expertise. The collaborative plan included voluntary teacher participation, teacher choice of strategies/skills, ongoing sharing of ideas and concerns, and evaluation following implementation.

To support the rationale for active participation by teachers, four to six mini-inservices were considered. The mini-inservices would include sharing information relative to demonstration lessons and discussing the relationship of oral language to reading and writing development. The writer was aware that inservice/workshops would have little impact if participants did not recognize the relationship between inservice/workshop focus and student performance.

In response to evidence presented, outcomes anticipated and the rationale provided above, a solution was developed that incorporated seven components: (1) Solution implementation would take place in the real world context of each teacher's classroom. (2) By modeling the students' use of language strategies to develop specific skills, the writer could provide an opportunity for teachers to observe student participation during lessons. (3)Teachers would be expected to be active participants. (4)Teachers would be asked to observe and document student participation during lessons and collaborate with the writer on which strategies they wanted to see demonstrated. (5) Dialogue would be encouraged and teacher concerns respected. (6)

Lessons would be approximately 20-30 minutes in length and presented weekly. (7) Following each lesson, teachers would be asked to give feedback. Requests for immediate clarification (as needed) would be encouraged.

Staff would be provided with written materials that support and clarify the use of language strategies in classroom lessons. The writer would provide staff with information relative to using oral language strategies in educational programming. The writer also would provide opportunities for weekly exchanges of ideas and questions relative to strategies being implemented, such as sharing previous lessons and observations by practicum participants. To avoid additional time committments by staff, two mini-inservices would be presented at staff meetings. Practicum participants would be encouraged to share their observations/suggestions with non-participants. Supporting materials and information would be disseminated to all staff.

To summarize, the solution was based on three premises:

(1) Optimal learning occurs when individuals are active participants.

(2) Being shown how to do an activity is preferable to being told how.

(3) Constructive change in perceptions (such as awareness) occurs when people realize how change can be helpful..

By developing a solution on the above premises, this writer was prepared to increase teacher awareness of the influence that oral language has on student participation via demonstration lessons in classroom settings. Classroom settings were chosen as the most ecological sound context in which a change of awareness would occur. Showing how strategies could affect student participation was expected to have more credibility than by just describing the process. The writer would implement a solution that facilitated teacher awareness via classroom demonstration lessons, relevant

printed materials, oral language strategy discussions and making the language, writing and reading connection.

Report of Action Taken

Initially twelve teachers were asked by the writer if they would be interested in participating in this practicum. While two respondents were interested in only small group demonstrations, one teacher expected to be on leave and four teachers were not interested at that time, five teachers volunteered to participate in the implementation plan. Practicum participants for the demonstration lessons included five teachers who volunteered for whole class participation, their students and this writer. There were two first grade teachers, one second grade teacher and two third grade teachers. Classrooms provided heterogeneous groups of students, including children with language learning disabilities. Students with language disabilities were receiving language therapy during pullout sessions two to four times each week. As participants, teachers were asked to respond to an individually presented interview, observe and respond to demonstration lessons and, finally, to provide the writer with their post-implementation impressions.

The writer identified eight oral language strategies that most elementary students know and use for reading and writing activities. These strategies were paired with eight language skills that affect student participation in the classroom, (See Appendix F). Using the paired strategies and skills, the writer then developed grade-level appropriate activities, for a total of twenty-four lessons, (See Appendix G). An effort was made to use classroom content materials and typical language arts expectations in the lesson plan activity sections. The writer also prepared information that supported the importance of oral language, (See Appendix H).

During the first week of month one, teachers who had volunteered to be part of the practicum were contacted. Prior to implementation of weekly lessons, participating teachers were asked to choose six of eight identified strategies that they would like to observe. (Refer to Table 1.)

Table 1

Teacher Choice of Classroom Demonstration Lessons

Strategy - Skill	Teacher Grade #1	Teacher Grade #1	Teacher Grade #2	Teacher Grade #3	Teacher Grade #3
1. Active Listening-Missing Information	x	x		x	x
2. Background Knowledge - Predictions	x	x	x	x	x
3. Compare & Contrast - Main Idea	x	x	x	x	x
4. Categorize - Analogies			x	x	x
5. Sequence Information - Directions	x		x		
6. Critical Thinking - Inferences	x	x	x	x	x
7. Summarize & Paraphrase - Salient Details	x	x		x	
8. Concepts - Critical Features		x	x		x

Chosen strategies appeared to reflect teachers' impressions of priority student needs, (e.g., All teachers chose strategies to develop prediction, main ideas, and inferencing skills. These skills are frequently targeted on standardized tests such as the Metropolitan Achievement Tests.) To determine mutually convenient times for the lessons, a weekly schedule sheet, with times available to the writer for lesson demonstrations, was given each teacher. Teachers marked those times that were most convenient for them and schedules were cross referenced. Each teacher agreed to observe six half-hour lessons to be demonstrated at the same times each week. Teachers understood that only one lesson would be presented each week and that, if time allowed, two additional lessons, beyond the scheduled six, could be done.

Before each lesson, teachers were given a list of their students, including student expectations and the strategy and skill being developed. Specific student behaviors to observe were noted on each behavior form, (See Appendix I). Teachers were asked to observe student participation and to write comments during each lesson. Documenting individual behaviors would have been unmanageable, given the pace of the lessons. Therefore, teachers were asked to choose three to five specific students to observe. Following each lesson, teachers and writer met briefly to ascertain appropriateness of lesson and overall impressions. The writer collected all behavioral observations and, on five occasions, written materials generated by the students during the lessons. Written materials were reviewed to document specific strengths and needs of students.

Two mini-inservices were presented during regular staff meetings. During the first mini-inservice, materials were distributed, that explained the differences between strategies and skills, as well as differences between language disorders, language delays and language differences, (See Appendix H,"Focus: Terminology"). This mini-inservice was chosen by the writer in response (a) to an earlier staff meeting during which there was much confusion about differences between skills and strategies and (b) to teacher

requests for clarification between language disorders (which constitute language impairment) and language delays (which, in our district, do not qualify as language impairments). The second mini-inservice focused on importance of background experiences, when these experiences are used as a strategy for teaching new material, (e.g., using contextual meaning during Reading Recovery lessons). A five-minute video tape of "Rindecella" performed by a friend, was shown to entire staff. The video was used to demonstrate that, without a background experience with fairy tales, this story most likely would be meaningless. Written materials were also shared with staff, (See Appendix H, "Focus: Background Experience").

During the first week of month one, teachers chose six strategies and confirmed mutually convenient times for demonstration lessons. Meanwhile the writer developed three, grade level lessons for Strategy-Skill 1: Using active listening (critical listening) to identify missing/incorrect information, and three grade-level lessons for Strategy-Skill 2: Using ability to compare and contrast to identify main idea, (See Appendix G). Behavior lists were composed for each class, including student names for each classroom, (See Appendix I). Lesson plans #1, #2, and #3 were written to demonstrate how students' ability to actively listen could be used to improve phonics development by improving student ability to listen for missing/incorrect information. Activities across grade levels were similar, but designed to be motivating and educationally grade level appropriate for each class. Active listening required all students to be actively processing orally presented information at the same time; therefore, all students were expected to respond to orally presented information as often as possible. Active listening-student participation was observed in two modes; gestures and written responses. At the end of each lesson, follow-up activities were suggested to each teacher, (For complete lesson outline, see Appendix G).

The format for Lessons #4, #5, and #6 was similar to that for Lessons #1, #2, and #3. In Lessons #4, #5 & 6, students were expected to use their ability to compare and contrast ideas to identify main ideas. Activities that involved generating comparisons and contrasting ideas required students to identify the main idea from a set of limited vocabulary or from exclusionary statements. As with all activities in the demonstration lessons, students would participate orally during whole classroom discussions. A follow-up activity was left with each teacher. This activity required students to choose important words from classroom materials that would identify main ideas and salient details, (For complete lesson outline, see Appendix G).

In the second week of implementation, the writer developed Lesson plans #7 through #15. Lessons #7, #8 and #9 focused on students using spatial, quality and/or time concepts to identify critical features. First grade activities included sequencing pictures according to an orally presented story, using concepts "before" and "after". Another first grade activity involved motoric responses to directions using "if...then" concepts. Second grade students were expected to respond to absurd sentences with "if. .then" motoric responses and to 2-step directions for labeling and drawing pictures. Third grade students were expected to label and complete an outline of a map from their history curriculum, when given oral directions containing directionality concepts, (For complete lesson outline, see Appendix G).

Lesson plans #13, #14 and #15 encouraged students to use critical thinking and problem-solving strategies to improve inferencing skills. First grade students would not be expected to inference per se, but would develop readiness skills for later inferencing. Using picture cues and poems, students could "inference" what pictured rhymes or poems were being suggested. Second and third graders would use photo-copied paragraphs from stories and underline information that allowed them to make inferences about "why" someone did something or "why" something happened the way it did.

Follow-up suggestions included having students explain answers to inferencing questions. (For a complete lesson outline, see Appendix G.)

A corresponding behavior checklist was added for each lesson. The writer also began to assemble materials that would support each lesson. At this point, the writer made the decision to hi-light ideas by writing one-page "focus" articles. The rationale for the "focus" articles was to enable each teacher to get a sample of pertinent information in a form that could be read easily, (i.e., a one-page format).

During the third week, Lesson plans #16 through #24 were developed. Classroom behavior checklists were amended to reflect targeted strategies and corresponding skills. Lessons #16, #17 and #18 required students to use their background knowledge to make predictions. Both the students' ability to use thinking guesses and to use wild guesses were included in the lesson. In first grade, students were expected to make predictions using a pop-up story book. Second and third graders would predict "what happens" in stories and "what word makes sense" in poems, by identifying specific clues. (For complete lesson outline, see Appendix G).

Lessons #19, #20 and #21 required students to use their ability to categorize objects and ideas to develop analogies. Students would begin by developing lists of opposite words at the first grade level and progress to developing whole-part word lists by the third grade. Each group of word comparisons would be used by students to respond to orally presented word relationships (e.g., "Ice is ____. Fire is____), to draw/write analogy booklets or to observe and complete patterns that emerged during whole-part word relationships. As in all lessons, activities and response expectations were designed to be grade appropriate.

Lesson plans #22, #23 and #24 focused on using summarizing and paraphrasing strategies to improve memory for salient details. Lessons at each grade level began by using pictured activities. Students were expected to use the pictures to generate

vocabulary. Students would then organize the vocabulary to help retell the story or what was in the picture. There were two expectations: (1) That students would generate general information before detailed information and (2) that students would begin to see semantic relationships appear as they began to organize the vocabulary. (See complete lesson outline in Appendix G).

The writer wrote two informational handouts. One handout focused on "Analogies" and the other focused on "Auditory Conceptualization". The "Analogies" information was written to support the lessons on analogies, while the "Auditory Conceptualization" information was written in response to teacher questions about auditory dyslexia and how some students who auditorially discriminate and understand grapheme-sound relationships, still have difficulty with spelling and decoding written information, (For examples of informational handouts, see Appendix H).

Also during the third week, the writer prepared "Active Listening" and "Background Knowledge" handouts. "Active Listening" described what active listening is and why it is important. "Background Knowledge" used a question-answer format to explain "why" experiential information is important and "how" teachers can increase student background knowledge. (For handout copy, see Appendix H).

In the fourth week, the first lesson, chosen from the list of strategy choices by each teacher, was implemented. Teachers were briefed on how to use the behavior observation checklists. Brief discussions took place immediately following each lesson presentation. Information relative to the strategy in the first lessons was shared orally with teachers. Two more handouts were written ("Terminology" and ""Spoken Language") that would be used later during mini-inservice activities.

Lessons two through five were implemented, one each week, during the fifth, sixth, seventh and eighth weeks. As before, relevant information about strategies, rationale, follow-up activities and impact on students' reading and writing was shared

with each teacher. Two mini-inservices were presented during staff meetings in which impact of background information and information relative to language differences, disorders, and delays was shared with school staff.

In month three, the ninth week was used to demonstrate lesson #6. Although another mini-inservice had been proposed, staff meetings were replaced by small group committees. The writer continued to share information while participating in a "phonics" committee that addressed phonics expectations at different grade levels.

By the tenth week, each of the five participating teachers had observed six classroom demonstration lessons. These teachers were asked to include strategies of their choice in their weekly lesson plans. Using the Teacher Self-Report Inventory, (see Appendix E), teachers also were asked to indicate the strategies used, as well as the setting and activity in which the strategies were implemented. During the eleventh week, teachers responded to the Teacher Questionaire (See Appendix D). Their respones were later inter-rated by two speech-language pathologists. Teachers and the writer shared overall impressions of the six demonstration lessons, discussed the teacher's use of strategies and evaluated the effectiveness of the practicum. Inventories and impressions were shared individually with each teacher. The writer recorded each teacher's suggestions, which are described in the recommendation section of this report. Because teachers were preparing for the end of the school year, there was a consensus not to implement additional lessons.

In the twelfth and final week of the practicum, teachers completed the Teacher Awareness Scale, (See Appendix C). Responses from this scale were used to assess how teachers perceived changes in their awareness since the implementation of the demonstration lessons.

CHAPTER V

RESULTS, DISCUSSION AND RECOMMENDATIONS

Results

The setting for this practicum was an elementary school with a population of approximately three hundred kindergarten to third grade students. The elementary school is one of five elementary schools in an urban area in the Northeastern United States. There are fourteen regular classroom teachers who traditionally support the "pull-out" model for special education students. The problem being addressed during this practicum was that teachers were unaware of the influence of language diversity and dynamics upon student participation in the classroom. To solve the problem, this writer chose to demonstrate how students use of oral language strategies impacts on their classroom participation. Implementation of demonstration lessons required collaborative effort between the writer and the five teachers who volunteered to participate.

Prior to the implementation of the demonstration lessons, each participant responded to an interview (See Appendix A). Their responses suggested that they were somewhat aware to unaware of the influence of oral language on student participation.

To implement a solution to the problem, the writer demonstrated six lessons in each of five regular education classrooms. Following the last demonstration lesson, each teacher was asked to complete a Teacher Awareness Scale (See Appendix C), a Follow-up Questionnaire for Teachers (See Appendix D) and a Teacher Self-Report (See Appendix E).

The outcome measures were as follows:

Outcome measure 1: On the Teacher Awareness Scale, (Appendix C), 5 out of 5 teachers responded that they were aware of a district speaking and listening curriculum. Each of the fourteen teachers in the participating school, as well as the Chapter I staff, was given a copy of the district's "Speaking" and "Listening" scope and sequence curriculum. The curriculum was distributed individually, allowing for brief interchanges of questions and responses. There was no expectation that the five participating teachers would understand or use the curriculum at this time, only that they were now aware that such a curriculum co-exists within the same curriculum manual for language arts, reading and mathematics. Outcome 1 was achieved. (See question #6, Table 2)

Table 2

Teacher Responses to the Teacher-Awareness Scale

	Strongly Disagree (SD)	Disagree (D)	Undecided (U)	Agree (A)	Strongly Agree (SA)
	SD----------	D---------	U----------	A----------	SA
1. I have increased my understanding of the importance of using oral language starategies in the classroom.				xxxx	x
2. I better understand the relationship between oral language and reading.			xx	xxx	
3. I better understand the relationship between oral language and writing			xx	xxx	
4. I am more aware of the influence of oral language on student participation				xxx	xx
5. I can name several strategies that I could use to support oral language development in the classroom.			x	xxx	x
6. I am aware there is a speaking and listening curriculum for grades. one to three in the curriculum guide					xxxxx
7. The Oral Language Plus Program addresses primarily written mechanics, grammar and spelling areas			x	xx	xx

Outcome Measure 2: On the Teacher Awareness Scale (Appendix C), 4 out of 5 teachers demonstrated awareness that the Daily Oral Language (DOL) program addresses primarily written mechanics, grammar and spelling areas. Following the sixth demonstration lesson with each teacher, the writer discussed how the DOL format appears to address oral language, explaining that the program, as written, addresses predominately written mechanics, grammar and spelling. Four teachers indicated that they were aware to very aware that the Daily Oral Language program only addressed these identified areas. One teacher maintained that because her students' oral responses precipitated classroom discussion that the Daily Oral Language program as she used it was an oral language activity. Outcome 2 was achieved. (See Question #7, Table 2)

Outcome Measurement 3: On the Follow-Up Questionnaire for Teachers, (See Appendix D), 4 out of 5 teachers were expected to name at least four strategies for teaching oral language. Six out of eight possible strategies were demonstrated in each of five teacher's classrooms over a period of six weeks. Teachers were given behavioral observation charts for each lesson. Each specific strategy being expected and the skill being developed were written at the top of a list of student names in each class. Teachers did not have access to any strategy lists, when they responded to the question "What specific strategies for supporting oral language can you name?" Three teachers were able to name four strategies, one teacher named three, one named two. Outcome #3 was not met. (See Table 3)

Table 3

Summary of Teacher Responses to Question # 2 on Follow-up Questionnaire for Teachers

Question: What specific strategies for supporting oral language can you name?

Teacher #1: Having children actively listen
predicting what will happen
needing background vocabulary
sequencing information

Teacher #2: Children listening and responding to orally read stories
Using vocabulary to use picture context cues in reading
Grouping ideas to develop stories
Improving memory by summarizing

Teacher 3# Children need to actively listen
Listening helps children learn phonics

Teacher #4 Children need to improve active listening strategies
Pairing words to make analogies
Need to understand time concepts to write/understand before/after information
Children need better critical thinking and problem solving strategies

Teacher #5 Students need to improve listening skills
Students need experiences to be able to ask questions
Sequencing information is needed to writed stories

Outcome Measurement 4: On the Follow-Up Questionnaire for Teachers (See Appendix D), 4 out of 5 teachers were to demonstrate that they were aware to very aware of how to use strategies, as measured by inter-rater agreement by two speech-language pathologists. Additionally, on the Teacher Self-Report (See Appendix E) 4 out of 5 teachers were to respond that they had tried at least three strategies and were "satisfied" to "very satisfied" with student participation. A review of teachers' self-reports by two other speech-pathologists, other than the writer, confirmed that all five teachers appeared aware to very aware of their use of some oral language strategies. Five out of five teachers responded that they have had their students use at least three strategies and were "satisfied" to "very satisfied" with student participation. Outcome 4 was achieved. (See Table 4)

Table: 4

Inter-rater Agreement of Teachers' Responses to Interview Question, "What Specific Strategies for Teaching Oral Language Can You Name?"

Using teacher responses to Interview Questions (Appendix B) rate each teacher's awareness of specific strategies that can be used for teaching oral language.

Very Aware	Aware	Somewhat Aware	Not Aware
VA	A	SA	NA

Teacher Awareness Rating
(Pre-Implementation)

	T #1	T #2	T #3	T #4	T #5
Rater #1	NA	SA	NA	NA	NA
Rater #2	NA	SA	NA	NA	SA

Teacher Awareness Rating
(Post-Implementation)

Rater #1	SA	VA	SA	VA	SA
Rater #2	SA	SA	SA	VA	SA

Discussion

The goal was to increase teacher awareness of the importance of oral language on student participation. Three out of the four specific outcomes, which the writer planned to achieve, were met through the implementation of this practicum. The goal was achieved by having teachers observe and respond to classroom demonstration lessons, requiring students to use oral language strategies to develop specific language skills.

The practicum generated many meaningful discussions among the participants and the writer. These discussions were as important to goal achievement as were the demonstration lessons. Each participant brought individual perspectives to the process and raised different concerns throughout the implementation. A summarization of teacher concerns might be described best through typical remarks from each of the five teachers:

Teacher #1: "I know my students aren't good listeners, but I don't know what to do."

Teacher #2: "My students have a great deal of difficulty following oral directions."

Teacher #3: "I thought all my students could do these activities easily and am really surprised they can't."

Teacher #4: My students are such visual learners. They have difficulty when information is presented orally."

Teacher #5: "My students have difficulty saying what they mean."

Discussions with teachers improved the writer's understanding of

classroom behaviors and management skills. Developing appropriate grade-level materials proved more difficult than expected. Early in the process, the writer realized that language therapy activities were not appropriate for classroom settings: (a) Therapy focus is too narrow to be appropriate for a heterogeneous group of students and (b) No lesson plans could be found that followed this writer's strategy-skill paradigm.

Throughout the three month implementation of this practicum, it became increasingly clear that language pathologists and regular education teachers utilize similar, but unique goals and techniques. For example, teachers believe students can learn to predict by asking "What happens next?" while this writer believes there are students who can not learn to predict without first understanding "cause and effect". Discussions included sharing information such as:

1. Students will use different strategies to develop specific skills.
2. Teachers recognized the skills being developed, but not always the underlying strategies required.
3. Pre-taught skills can be used as strategies.

The term "language" gave participants the most difficulty during discussions. Teachers tended to understand "language" in the context of grammar, vocabulary, and language arts. Three months was not enough time for teachers to really understand and use strategies to develop oral language.

An unexpected outcome occurred during the writer's summative evaluation by the school principal this year. In his summary statement, the principal wrote "One of the [school's] weaknesses is that teachers do not realize the vital role they need to assume if

we are to improve the language needs of the vast number of our students.", (C. Thayer, personal communication, June 1, 1995). Additionally, while addressing strategies and skills needed for reading with the staff, the principal wrote "Before specific reading strategies can be successfully implemented, two basic pre-literacy experiences need to be established and maintained: oral language and the written expression of personal thought."

Another unanticipated outcome of the practicum has been the number of questions raised by the staff. A partial list collected by the writer includes:

1. How are strategies, skills, teaching techniques and activities related?
2. What is the significance of standard scores, age equivalents and percentiles?
3. How does a child's language development affect reading?
4. How does a child's language development impact on writing?
5. What's the difference between language arts and language development?
6. (Most often heard) What can I do about improving speaking and listening skills when I have so much else to think about!!!

At the conclusion of the practicum, participants shared lesson components that they believed were successful and those that could be improved:

(1) Lesson components that were successful

-initiated risk taking by staff

-increased awareness of how students may be relying (at the elementary level) too much on visual information

-increased awareness that students expect to hear orally presented directions more than one time and do not ask specific clarification questions when needed

-students asked for more lessons, indicating interest level of lessons was appropriate

-allowed teachers to observe without having to concentrate on teaching at the same time

2. Lesson components that could improve:

-number of lessons increased awareness, but not sufficient for helping teachers utilize oral language strategies with their students

-still confusion between strategies and skills, how one is used to teach the other

-time limitations affected feedback from students' written responses

-consider using one strategy to develop several skills (e.g., use students' ability to actively listen to improve listening for critical information, confusing information, missing information, specific information, main idea, and different purposes)

Although the practicum addressed the problem, met 3 out of 4 targeted outcomes and produced several positive outcomes, the writer believes that implementation time and six lessons were not sufficient to effect change beyond initial awareness. Awareness needs to result in change, if students are to benefit. However, the use of demonstration lessons, collaboration and dissemination of support materials have been instrumental in initiating a change in teacher awareness.

Recommendations

Throughout the implementation of the practicum, difficulty with the term "language" became increasingly apparent. Therefore the writer strongly recommends that discussions about "language" be prefaced by a specific definition understood by all participants.

Procedures and results from this practicum support the need for further implementation. Three months was time to "test the waters" but not sufficient for developing and demonstrating lessons that would support teachers developing their own lessons. Limited collaborative time continues to be a concern even though research supports the use of collaboration between professionals. While comparing responses conducted in two state-wide surveys, (1983 & 1993), O'Donnell and Thurlow found slightly lower ratings to the quality of inservice and professional courses taken over the decade. The1993 survey also found that teachers believed consulting with colleagues was more valuable than inservices. In this practicum, limited time to collaborate with each teacher meant unanswered questions, unaddressed concerns and unshared suggestions for future lessons. Specific recommendations from this practicum include:

(1) Use a model of collaborate-demonstrate-communicate to improve awareness and initiate change, as opposed to providing in-service presentations.

(2) Avoid inservice presentations until teachers become invested in the process and begin requesting information.

(3) Encourage teachers to identify specific skills, to recognize strategies that can be used to improve the skills, and to develop a hierarchy of appropriate activities.

(4) Address lack of oral language education in teacher education programs

(5) Provide opportunities that educate staff about the impact of oral language on student participation.

(6) Replicate the solution process to ascertain the ability of teachers to develop strategy-skill-activity lessons in their classes

(7) Extend the present solution implementation to ascertain if teacher awareness has any effect on increasing the use of oral language strategies during classroom lessons.

Dissemination

Portions of this practicum were shared with teachers and principal throughout the implementation phase. By the end of the practicum, information handouts using the theme "Let's Communicate" had been shared with school staff. The practicum has also been shared with district speech-language pathologists during monthly meetings, as one way to address similar awareness problems being observed by this group in other schools. Including practicum matches that guided the process, this practicum was shared during an SPS II summer session at Nova Southeastern University. The practicum was shared in an information presentation model to a small group of education doctoral students.

A one page description of how to use demonstration lessons as a way to educate teachers in the classroom was written by this writer and included in the Maine Speech-Language Hearing Association's (MSLHA) handout "Collaborative Classroom Ideas". (Unfortunately, the MSLHA request for collaborative ideas met with disappointing responses, which raises the question, "Are school speech-language pathologists addressing the importance of oral language in classroom expectations?)

Practicum completion coincided with the end of the school year. Follow-up possibilities are being considered for the fall. Possibilities include using lessons in different classrooms and expanding demonstration lessons for a specific strategy. The most likely strategy is "active listening". Active listening is the strategy that most teachers recognized as being under utilized in the classroom.

References

Abelluria, P. G. (1987). Listening instruction: A program for 1st grade students. (Report No. PS 016 961). Nova University (ERIC Document Reproduction Service No. ED 287 615)

Anderson, L. W. & Scott, C. C. (1978). The classroom process scale (CPS): An approach to the measurement of teaching effectiveness. (Report No. SP 012 462). Paper presented at the Annual Meeting of American Educational Research Association, Toronto. (ERIC Document Reproduction Service No. ED 155 132)

Brent, R. (1988). Developing children's classroom listening strategies. Reading Teacher 47:(2), 22-26.

Bush, C. & Bush, D. (1979). Language remediation and expansion. Tucson: Communication Skill Builders.

Chilcoat, G. W. (1992). Promoting student achievement through clear teacher presentations. Illinois School Journal, 72:(1), 3-17.

Clark, A. J. (1989). Communication confidence and language competence: An investigation of the relationships of willingness to communicate, communication apprehension and receiver apprehension to comprehension of content and emotional meaning to spoken messages. Communication Education, 38:3, 237-248.

References

Abelluria, P. G. (1987). Listening instruction: A program for 1st grade students. (Report No. PS 016 961). Nova University (ERIC Document Reproduction Service No. ED 287 615)

Anderson, L. W. & Scott, C. C. (1978). The classroom process scale (CPS): An approach to the measurement of teaching effectiveness. (Report No. SP 012 462). Paper presented at the Annual Meeting of American Educational Research Association, Toronto. (ERIC Document Reproduction Service No. ED 155 132)

Brent, R. (1988). Developing children's classroom listening strategies. Reading Teacher 47:(2), 22-26.

Bush, C. & Bush, D. (1979). Language remediation and expansion. Tucson: Communication Skill Builders.

Chilcoat, G. W. (1992). Promoting student achievement through clear teacher presentations. Illinois School Journal, 72:(1), 3-17.

Clark, A. J. (1989). Communication confidence and language competence: An investigation of the relationships of willingness to communicate, communication apprehension and receiver apprehension to comprehension of content and emotional meaning to spoken messages. Communication Education, 38:3, 237-248.

Dumtschin, J. U. (1988). Recognize language development and delay in early childhood. Young Children 43:(3), 16-24.

Ebert, K. & Prelock, P. (1994). Teacher's perceptions of their students with communication disorders. Language, speech and hearing services in the schools, 25, 211-214.

Edwards, P. (1991). Listening, the neglected language art. (Report No. C 550 739). Carlton University, PA. (ERIC Document Reproduction Service No. ED 328 926)

Faulker, K. & Lambert, J. (1991). Just around the corner. Hampshire, England: Brainwaves Limited.

Gambell, T. J. (1980). Talk, contexts and speech styles, planning for oral languaging. (Report No. CS 205 888). Paper presented at 13th Annual Meeting of the Canadian Council of Teachers of English. Halifax, Canada. (ERIC Document Reproduction Service No. ED 193 637)

Grastie, K. (1980). What teacher's can do when students have problems: A self-instructional unit on interpersonal communication - helpful styles of listening and responding. (Report No. JC 800 052). Prepared for the media systems series in creative teaching. ((ERIC Document Reproduction Service No. ED 184 603)

Grey, L. & Goudket, M. (1991). Listen and draw. Tucson, AZ: Communication Skill Builders.

Hinds, A. A. (1987). Listening: The missing side of school communication. Clearing House, 60:(6), 281-283.

Hyslop, N. B. & Tone, B. (1988). Listening: Are we teaching it and if so, how? (Report No. CS 009 166). Eric Clearing House on Reading and Communication Skills. Bloomington, IN. (ERIC Document Reproduction Service No. ED 295 132)

Jalongo, M. R. (1991). Strategies for developing children's listening skills.(Report No. CS 507 424). Phi Delta Kappa Delta Educational Foundation, Bloomington, IN. (ERIC Document Reproduction Service No. ED 331 099)

Jennings, E. & Kilbourn, D. (1972). Snoopy snake. Salt Lake City: Word Making Productions, Inc.

Kratoville, B. L. (1968). Listen my children and you shall hear. Danville, IL: Interstate Printers & Publishers, Inc.

Kumin, M. W. & Marokvia, A. (1961). Spring things. New York: G. P. Punam's sons.

Mulhulland, H. (1989). Reading and listening at three school stages: Cloze tests and their response analysis. Journal of Research in Reading, 12:(1), 29-48.

Nelson, W. N. (1986). Individual processing in classroom settings. Topics in Language Disorders, 6:(2).

O'Donnell, M. P., & Thurlow, J. P. (1993). A summary report of reading instructional practices. Unpublished manuscript, University of Southern Maine at Gorham.

Perrin, R. (1988). What'd you say? Combating the problem of the lazy listener. Exercise Exchange, 33:(2), 23-27.

Swanson, C. H. (1986). Teachers as listeners: An exploration. Unpublished paper. Annual Meeting, International Listening Association.

Wells, G. (1986). The meaning makers: Children learning language and using language to learn. Portsmouth, NH: Heinemann Educational Books, Inc.

Winkeljohann, R. (1978). Oral language instruction in the U.S.: The state of the arts. (Report No. CS 004 628). Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading, 9th, Hamburg, Germany. (ERIC Document Reproduction Service No. ED 165 127)

Zion, G. & Graham, M. B. (1956). Really spring. New York: Harper & Row.

APPENDIX A

INTERVIEW: TEACHER RESPONSES TO INDIVIDUALLY PRESENTED QUESTIONS

Interview: Teacher Responses to Individually Presented Questions
(Evidence for proposal problem)

Question	T #1	T #2	T #3	T #4	T #5
1. What is the avenge percentage of time you devote to teaching oral language?					
2. What specific strategies for teaching oral language can you name?					
3. What kind of classroom do you imagine as ideal for supporting oral language?					
4. What are you working on for oral language development?					
5. Are you aware of the listening and speaking curriculum of the school district?					

APPENDIX B

INTER-RATER AGREEMENT OF TEACHERS' RESPONSES TO INTERVIEW QUESTION, "WHAT SPECIFIC STRATEGIES FOR TEACHING ORAL LANGUAGE CAN YOU NAME?"

Inter-rater Agreement of Teachers'Responses to Interview Question,
"What Specific Strategies for Teaching Oral Language Can You Name?"

Based on teachers' responses to Interview Questions (Appendix B), rate each teacher's awareness of specific strategies that can be used for teaching oral language.

Very Aware	Aware	Somewhat Aware	Not Aware
VA	A	SA	NA

Teacher Awareness Rating

	T #1	T #2	T #3	T #4	T #5
Rater #1	NA	SA	NA	NA	NA
Rater #2	NA	SA	NA	NA	SA

APPENDIX C

TEACHER AWARENESS SCALE
(POST-CLASSROOM-DEMONSTRATION LESSONS)

Teacher Awareness Scale
(Post-Classroom Demonstration Lessons)

Please respond to each of the following statements. Circle the response that most nearly represents how you feel about each statement.

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
SD	D	U	A	SA

1. I have increased my understanding of the importance of using oral language strategies in the classroom.

SD D U A SA

2. I better understand the relationship between oral language and reading.

SD D U A SA

3. I better understand the relationship between oral language and writing.

SD D U A SA

4. I am more aware of the influence of oral language on student participation.

SD D U A SA

5. I can name several strategies that I could use to support oral language development in the classroom.

SD D U A SA

6. I am aware there is a speaking and listening curriculum for grades 1 to 3 in the curriculum guide.

SD D U A SA

7. The Oral Language Plus Program addresses primarily written mechnics, grammar and spelling areas.

SD D U A SA

APPENDIX D

FOLLOW-UP QUESTIONNAIRE
FOR TEACHERS

Follow-up Questionnaire
for Teachers

1. How do you see oral language supporting children's reading and writing skills?

2. What specific strategies for supporting oral language can you name?

3. What are you currently working on for improving oral language participation in your classroom?

APPENDIX E

TEACHER SELF-REPORT

Teacher Self-Report

After you use an oral language strategy during a lesson, complete the chart below to describe (A) which strategies you used, (B) in what size setting they were used, and (C) your impression of how successful the strategy was in supporting your lesson.

(A)	(B)	(C)
Using the list at the bottom of the page, write the number of the strategy you used.	I = Individual SG = Small Group C = Class	VS = Very Successful S = Successful SS = Somewhat Successful Not Successful
STRATEGY	ACTIVITY	IMPRESSION

List of Oral Language Strategies

1. Use active listening to identify missing/incorrect information, while
2. Use background knowledge to make predictions, while
3. Compare and contrast ideas to identify main idea
4. Categorize objects and ideas to develop analogies, while
5. Sequence information to develop logical direction (oral/written) while
6. Use critical thinking/problem-solving, to make inferences, while
7. Summarize/paraphrase to improve memory for important details, while
8. Use spatial, quality and/or time concepts to identify critical features, while

BEST COPY AVAILABLE

APPENDIX F

CLASSROOM DEMONSTRATION LESSONS

CLASSROOM DEMONSTRATION LESSONS

Please mark your choice of six strategy-skill areas from the eight possible lessons listed below. Activities* will be designed, (1) to be grade-level appropriate and (2) to be typical of an activity that can utilize one of the listed strategy-skill areas.

Students will. . .

1. Use active listening. . . . .to identify missing/incorrect information. . . . .while. . . . .(activity)*

2. Use background knowledge. . . . .to make predictions. . . . .while. . . . .(activity)*

3. Compare and contrast ideas. . . . .to identify main idea. . . . .while. . . . .(activity)*

4. Categorize objects and ideas. . .. .to develop analogies. . . . .while (activity)*

5. Sequence information. . . . .to develop logical directions (oral/written). . . . .while. . .(activity)*

6. Use critical thinking/problem-solving. . . . .to make inferences. . . . .while. . . . .(activity)*

7. Summarize-paraphrase. . . . .to improve memory for important details. . . . .(activity)*

8. Use spatial, quality and/or time concepts . . . to identify critical features. . . .while.. .(activity)*

APPENDIX G

CLASSROOM LESSON PLANS

LESSON PLANS
(#1, #2, #3)

STRATEGY:

Students will use active listening (critical listening). . .

SKILL:

To identify missing/incorrect information.

ACTIVITY #1: First Grade

1. Read story, (e.g., The Gingerbread Man,); substitute incorrect sounds (e.g., pear/bear) or incorrect words, (e.g., Gingermix Man for Gingerbread Man).
2. Have students respond to errors by raising red construction paper "stop signs".

ACTIVITY #2: Second Grade

1. Read story (e.g., Gingerbread Man): substitute error sounds and words; create absurd/grammatically incorrect sentences (e.g., "The teacher's desk is three inches taller than the students' desks"/"They was at the supermarket before noon.").
2. Have students raise construction paper "stop signs" or say "oops!" when they hear error words/sounds or absurd/incorrect sentences.

ACTIVITY #3: Third Grade

1. Read a short story, omit all /th/ sounds (e.g., in/thin). Note: activity can be repeated several times by omitting different sounds. (Do not let students know which sound is being omitted.)
2. Have students use tally sheet and record check mark for each error they hear in the story.
3. Tally total check marks from each student.
4. Ask students which sound was always missing.

Follow-up: Use content/reading materials and substitute/omit sounds or words, while having students respond either by writing or gesturing.

LESSON PLANS
(#4, #5, #6)

STRATEGY:

Students will use ability to Compare and Contrast Ideas. . .

SKILL:

To identify main idea.

ACTIVITY #4: First Grade

1. Using sets of 3-4 related words (e.g., stove, refrigerator, sink, table), ask students "What am I thinking about?"

- - - - - - - - - - -

1. Use sets of 4 words containing 1 unrelated word.
2. Have students identify unrelated word, explaining why the word doesn't belong.

- - - - - - - - - - -

1. Generate a list of "nots", such as, "What would you not find in school?." What would you not eat?" "Who is not six years old?" "When would you not go swimming outdoors?".

ACTIVITY #5: Second Grade

1. Give each student 4 lists of words, generated in order from four short stories.

2. Have each student choose one list and formulate an oral story. (May tape stories)

- - - - - - - - - - -

1. Divide class into 3-5 groups.
2. Give each group a short paragraph.
3. Have students underline 4-5 words in paragraph that could identify main idea.
4. Have 1 student from each group read 4-5 words from their paragraph.
5. Instruct rest of class to use the words to identify main idea.

ACTIVITY #6: Third Grade

Same activities as for second graders.

Follow-up: Use materials familiar to most students, such as reading/social studies/science texts. Tell class 4-5 important words from story. Have students identify main idea of story being used. Read a short paragraph and ask students to identify important words that tell them the main idea in the story.

LESSON PLANS
(#7, 8#, 9#)

STRATEGY:

Students will use Spatial, Quality and/or Time Concepts. . .

SKILL:

To identify critical features.

ACTIVITY #7: First Grade

1. Use five to six large pictures of action activities.
2. Tell a short story about the pictures, using before/after concepts.
3. Have students take turns sequencing pictures according to what happens before or after another activity in the story.

- - - - - - - -

1. Use activities, such as "If you are (taller than I am), then (stand up) ", using concepts such as, left-right, taller-shorter, older-younger, in front of-in back of.

ACTIVITY #8: Second Grade

1. Have students follow direction "If....then", including absurd directions and real directions that use spatial, quality and time concepts. (e.g., "If you put on your shoes before you go to school, stand up." If you write with your left hand turn around." If you are taller than the teacher, close your eyes." "If you live close to the school, raise your hand.", etc.)

- - - - - - - - -

2. Have students follow 2-step directions (including spatial and quality concepts) for labeling/drawing pictures.

ACTIVITY #9: Third Grade

1. Use outline map of local river and streams (Lesson Materials - #9) with information from "local history" unit.
2. Have students label and complete map while listening to directions containing directionality concepts (compass directions).

- - - - - - - - - - -

1. Use a prepared 9-square chart of phrases containing before-after concepts, (e.g., "before 2:00, but after 12:00" "after Halloween but before Christmas")
2. Have students take turns choosing a square and using phrase in a sentence that demonstrates student's specific knowledge of time sequence.

LESSON PLANS
(#10, #11, #12)

STRATEGY:

Students will use Ability to Sequence Information. . .

SKILL:

To develop logical directions.

ACTIVITY #10: First Grade

1. Have students take turns following simple 1-step directions to draw an animal picture on the "board" (e.g., use ideas from Listen and Draw by Grey & Goudket)
2. Adapt activity from #1 to make an unsequenced worksheet (See Lesson Materials - #10 - #11 - #12))
3. Using worksheet, have students cut out seven pictured sections on solid lines.
4. Have students rearrange drawings to show sequence of steps followed in step #1.
5. Have students paste pictures in order, on numbered spaces on worksheet.

ACTIVITY #11: Second Grade

1. Give orally presented directions, one step at a time, so that students can draw pictured object.
2. Follow by giving students partial directions (See Lesson Materials - # 11 - #12) which leave out "directionality", "shape" and "size" words.
4. Have students fill in the missing information.

ACTIVITY #12: Third Grade

1. and 2. Same as Second Grade

3. Have students write sequential directions for the activity.

Follow-up: Use students' written directions/oral directions for repeating the drawing activity at the "board". Either teacher or student may do drawing at board.

LESSON PLANS
(#13, #14, #15)

STRATEGY:

Students will use Critical Thinking-Problem Solving. . .

SKILL:

To make inferences.

ACTIVITY #13: First Grade

1. Use flannel board and Mother Goose rhyme cutouts.
2. Put one picture piece on board at a time.
3. Ask students to suggest what rhyme is being pictured, based on the picture clue.
4. Have students tell why they made the choice they did.

- - - - - - - - - - - - - - -

1. Read a poem.
2. Omit last word in each stanza.
3. Have students suggest words that make sense, and then choose word that probably belongs (rhyming word).

ACTIVITY #14: Second Grade

1. Provide each student with photo-copied paragraphs from a story.
2. Read 1 paragraph at a time.
3. Have students make inferences based upon information presented in the paragraph, (e.g., "Mark an X on the word that suggests . . ." or "Circle the part that tells why . . .").

ACTIVITY #15: Third Grade

1. to 3 (Same as Second Grade)

Follow-up: Using classroom materials, ask students to explain their answers to inferencing questions.

LESSON PLANS
(#16, #17, #18)

STRATEGY:

Students will use Background Knowledge. . .

SKILL:

To make predictions.

ACTIVITY #16: First Grade

1. Discuss "thinking guesses" and "wild guesses" .
2. Diagram a chart on the "board" that has two columns "I think" and "Because".
3. Use grade-level interest story (e.g., Just Around the Corner by Faulker & Lambert)
4. Read story, stop at appropriate places (e.g., prior to each flip-up picture in Just Around the Corner)
5. Have children predict next picture/idea, (e.g., what may be "just around the corner").
6. Draw simple picture of all children's responses under "I think" column on board..
7. Draw simple picture to describe each child's choice under "Because" column. (Allow children to withdraw or change choices, as they observe errors in their predictions.)

ACTIVITY #17: Second Grade

1. Discuss "thinking guesses" and "wild guesses".
2. Use stories (e.g., Really Spring, (prose) by Zion, Gene & Graham and Spring Thing (poetry) by Kumin & Marakvia).
3. Read stories, while omitting words that may be predicted by students' background experiences.
4. Have students predict missing information.
5. Have students tell why their predictions were "thinking guesses" (i.e., what they used for clues).

ACTIVITY #18: Third Grade

1. to 4. (Same steps as Second Grade)
5. Have each student complete a chart , writing predictions and clues from the stories that led to their predictions, prior to sharing ideas with classmates.

Follow-up: Use social studies or science reading materials and repeat activities.

LESSON PLANS
(#19, #20, #21)

STRATEGY:

Students will use ability to Categorize Objects and Ideas. . .

SKILL:

To develop analogies.

ACTIVITY #19 : First Grade

1. Have students generate a list of opposite word pairs.

2. Use the opposite word pairs to complete orally presented word relationships, (e.g., "Ice is _____. fire is _____-.")

ACTIVITY #20: Second Grade

1. Have students develop a list of paired antonyms.
2. Use the list to form analogies (orally, whole class participation)
3. Use analogy worksheets (See Lesson Materials - Activity #20 - #21) to make "Analogy Booklets".
4. Have students share booklets.

ACTIVITY #21: Third Grade

1. Give each student a card with one word from a "part-whole" word relationship, (e.g., "shell-egg"),
2. Using the students' word cards, make two lists, according to whether the "word" describes a whole or part of an object/animal.
3. Using Analogy Worksheet, (See Lesson Materials - #20 - #21),.draw rectangles around "whole" words and ovals around "part" words.
4. Observe patterns that emerge, (i.e., "whole is to part" as "whole is to _____", or part is to whole as part is to _____").
5. Have students complete sentences using words from list generated in step # 2 above.

Follow-up: Introduce other word-relationship pairs (e.g., action-object, category- subcategory, situations-emotions).

LESSON PLANS
(#22, #23, #24)

STRATEGY:

Students will use Summarizing and Paraphrasing. . .

SKILL:

To improve memory for salient details.

ACTIVITY #22: First Grade:

1. Use pictures of people and group activities.
2. List all objects, actions, people, living things in the picture, and group according to specific categories.
3. Use list of words to generate a short story.
4. Tape orally dictated stories from students.
5. Listen to stories and check number of listed words that were included in story.

ACTIVITY #23: Second Grade

1 to 3 (Same steps as First Grade Activity)

4. Have several students use list of words to orally tell short stories.
5. Have students write word lists, individually or in small groups, from memory (no picture!)
6. Check generated lists with original.
7. Have students share what strategies helped them remember words.

ACTIVITY #24: Third Grade

1 to 7 (Same Activity as Second Grade, using grade-level interest materials)

APPENDIX H

"LET'S COMMUNICATE"
STAFF MATERIALS

LET'S COMMUNICATE

By using our inquisitive minds
(Strategy)

To acquire a common background knowledge of educational terms
(Skill)

With answers to frequently asked questions.
(Activity)

Chris Gwinn
Speech-Language Pathologist

FOCUS: ACTIVE LISTENING

HOW DOES ACTIVE LISTENING INFLUENCE STUDENT PARTICIPATION?

1. Listening for specific sounds improves auditory discrimination skills needed to learn phonics.

2. Listening for specific information can be used by the teacher as an alerting device in other activities.

3. Listening for omissions helps students recognize when they have not heard all of a teacher's directions in other activities, preventing them from following directions incorrectly.

4. Listening for incorrect information encourages students to think about information and edit the information for meaning. (Does it make sense?).

5. Active listening activities require students to participate by thinking critically and by being responsible for making individual decisions. (Passive listening can occur when children are not independently accountable for thinking about what is being spoken.)

Chris Gwinn, SLP

FOCUS: BACKGROUND KNOWLEDGE

A. What is backround knowledge?

- Background knowledge is the information a student understands as a result of past experience.

B. How important is background knowledge?

Children who lack adequate background knowledge have difficulty:

1. understanding content area subjects
2. comprehending reading materials
3. predicting, inferencing and developing ideas
4. paying attention in class (they don't understand the directions/discussions)
5. participating and volunteering in classroom activities
6. understanding the relevance of the curriculum in their own lives
7. writing on grade level topics

If not addressed, limited background knowledge contributes to an increasing gap between students who do well in school and those who do not do well in school. It is likely that these students will develop avoidance and cover-up behaviors that further contribute to educational delays.

C. What can teachers do to increase students background knowledge?

Some suggestions for increasing background knowledge are:

1. Identify student's prior knowledge before beginning an activity.
2. Provide appropriate contextual information during an activity.
3. Teach children to ask specific rather than vague questions, for example "What does camouflage mean? rather than "What do you mean?"
4. Scaffold on prior lessons/experiences.
5. Confirm students' understanding during an activity.
6. Provide frequent supplemental activities (e.g., listening to stories by peers, adults; ample discussion time with peers/adults, theme related activities) and encourage support by parents or other significant others.
7. Recognize when children do not really understand even though they say they need no help or that they do understand.
8. Involve students in additional activities that require semantic organization, such as mapping, webbing, comparing, contrasting, classifying and categorizing, (e.g., children could write/draw booklets around themes after given several related vocabulary to include in a picture/story. This activity has the advantage of encouraging student creativity, writing and reading while allowing the teacher to observe if the student really knows what the vocabulary means)

FOCUS: ANALOGIES

"Reading is to Listening as
Writing is to _____"

1. Why are students expected to learn analogies?

Students are expected to use analogies in:

Science: converting one form of measurement into an analogous form

Language Arts: comparing and contrasting characters, situations, settings, and themes

Interaction with peers: using past experiences to make decisions

Life Skills: determining analogous amounts of ingredients for increasing, decreasing recipe size

Social Studies: making analogies between past and present events

Recreation: using analogous budgets for determining expenditures

Math: using comparative information to determine best buy when presented with two sales ads

(adapted from "Research to Practice: A Program for Training Analogical Reasoning Skills In Children with Language Disorders" Masterson, J. J.& Perrey, C. D. (1994) Language, Speech, Hearing in School Services, Vol. 25:4)

2. What language skills must students have prior to learning analogies?

To understand analogies, students must have the following skills:

1. comprehension of word meanings
2. describe similarities and differences
3. compare and contrast ideas
4. recognize phrases such as "it is like" "similar to" that signal need for analogies

3. What strategies can teachers use to teach analogies during writing and reading activities?

Each skill in # 2 above, can be used as a strategy to teach analogies.
IMPORTANT: Students who do not have these skills will not be able to use these skills as strategies. Example: Students can use comparing and contrasting strategies to learn analogies only if they understand how to compare and contrast.

FOCUS: AUDITORY CONCEPTUALIZATION

A. What is auditory conceptualization?

Auditory conceptualization helps us recognize how one speech sound is different from another and how to perceive the number and order of sounds within a spoken pattern. (For example, how does the sound /t/ differ from /k/ or how do "pat" and "pet" differ auditorially, how many sounds do we hear in the word "shift", and how do we change "pat" to "tap"?)

B. How does auditory conceptualization affect reading (decoding) and writing (spelling) ability?

Reading and writing tasks require the ability to conceptualize exactly how and where patterns are different. [e.g., difference between pat/pet (sound differnce) and bat/pat (sound order)].

C. Why is auditory conceptualization important ?

A child who associates how sounds are ordered in **spoken** language with the order of letters in written words has a definite advantage: recognizing the logic of our reading and spelling system.

D. How do children demonstrate trouble with auditory conceptualization?

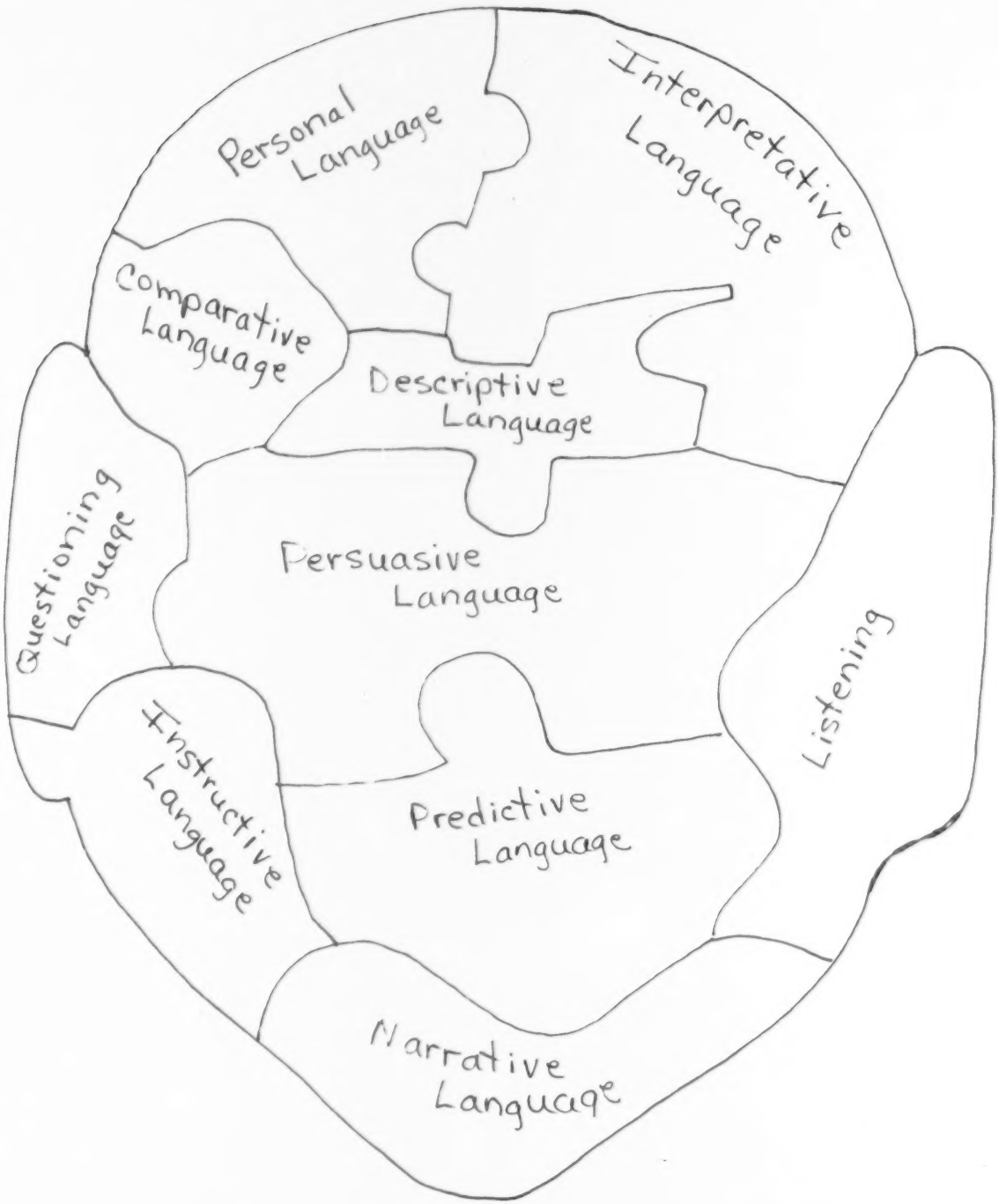
Children,who have trouble with auditory conceptualization, cannot perceive contrasts in speech sound units, cannot conceptualize the order of sounds in syllables and words and/or cannot easily associate the sound units with written symbols. Children will have difficulty "tracking" changes that occur in syllable patterns when sounds are added, substituted, omitted, shifted or repeated.

E. How can I tell if a child has trouble with auditory conceptualization?

One way is to ask the child to "spell" several predictable nonsense words. Observe the types of errors the child makes. Another way is to write the error words that a child uses during oral reading and observe the types of errors.

IANGUAGE FOR ACADEMIC SUCCESS

HOW ALL THE PIECES FIT!



FOCUS: SPOKEN LANGUAGE

A. What are eleven different categories of language?

Eleven categories and brief explanations for each category (adapted from Speaking and Listening by Louis Fidge) follow:

1). **Personal**: being able to express personal feelings, ideas, concerns, opinions, views and beliefs.

2.) **Descriptive:** being able to describe something or someone, from the present, past or imaginative experiences.

3.)**Narrative:** being able to create and recount stories or a series of events.

4.) **Instructive:** being able to give instructions or directions, using explanatory and informative language.

5.) **Questioning**: being able to ask and frame questions.

6.) **Comparative**: being able to compare different things, ideas and opinions in order to make judgments.

7. **Imaginative**: being able to form mental images of objects, situations, events, or people and translating these ideas into words.

8.) **Predictive:** being able to predict what might happen in the future.

9.) **Interpretative**: being able to explore meanings, speculate, to make deductions and inferences.

10.) **Persuasive**: being able to change other's opinions, points of view, attitudes or influence behavior.

11.) **Listening**: being able to pay attention, understand, remember and respond appropriately.

B. How do children best learn language?

Children learn best be doing! Some children need more guidance and encouragement than others.

LET'S COMMUNICATE

FOCUS: TERMINOLOGY

1. What is a "Language Delay?"

Student's scores on standardized testing and performance during classroom activities is below that expected for same age peers. Standard scores are below 90. Students are relatively delayed across all areas of intellectual, academic and language development. (Example: Scores for I.Q. might be 85, academic 82 and language 83.) Students are considered to be achieving within their ability. Students who demonstrate delays in both ability and achievement are not likely to qualify for special education programming (A severe delay in the MR range or other factors may qualify students for special education services.)

2. What is a "Language Disorder?"

Students' subtest scores on standardized testing tend to be scattered, (For example, scores for following directions may be much higher/lower than formulating sentences). Language scores are 20 +/- 5 points lower than intellectual performance. Students are not demonstrating language achievement consistent with ability, (i.e., student is functioning significantly below potential).

3. What is a "Language Difference?"

A student with a language difference is using standard English as second language, (e.g., non-English, Black English, Appalacian English). These students appear to have particular difficulty understanding and using standard English because of limited vocabulary and syntax development. A student who has no difficulty with his "first" language and difficulty with standard English may be said to have a "language difference". (Note: a student may have a language difference and a language delay/disorder also.)

4. What is a "Language Impairment?"

"Language Impairment" is the term used when a student qualifies for language therapy. (e.g., when language development is significantly lower than measured intellectual potential.) Therefore, a student with a "language disorder" is more likely to be "impaired" than a student with a "language delay".

5. What is a "Speech Impairment?"

Student is dysfluent (stuttering), has inappropriate voice quality, and/or has age-inappropriate misarticulations. Speech has not improved within regular classroom programming.

APPENDIX I

CLASSROOM BEHAVIOR
OBSERVATION FORM

Teacher_____Date_____ Strategy: Skill: ✓ = observed success - = observed problems									

BEHAVIORAL INDICATORS FOR AT-RISK STUDENTS:

1. non-fluent self-expression
2. unusual delays before responding
3. non-explicit/ambiguous vocabulary
4. poor topic maintenance
5. responds impulsively
6. observes others before responding
7. easily distracted
8. "shuts down"